

Latta Early Childhood Center

134 Latimer Street
Latta, South Carolina 29565

Grades PK-1 Primary School

Enrollment 326 Students

Principal Dollie Morrell 843-752-2711

Superintendent Dr. John M. Kirby, Jr. 843-752-7101

Board Chair Harold Kornblut 843-752-5178

THE STATE OF SOUTH CAROLINA 2006 ANNUAL SCHOOL REPORT CARD

ABSOLUTE RATING

EXCELLENT

Absolute Ratings of Primary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
11	0	0	0	0

IMPROVEMENT RATING

GOOD

ADEQUATE YEARLY PROGRESS

YES

Definition: As approved by the United States Department of Education, a school with no grade above 2 meets the requirements for Adequate Yearly Progress, providing that the school that the majority of those students attend in grade 3 meets the requirements for Adequate Yearly Progress.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2003	N/A	N/A	N/A
2004	N/A	N/A	N/A
2005	Excellent	N/A	Yes
2006	Excellent	Good	Yes

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory – School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERFORMANCE RATING CRITERIA

Student attendance rate	95.7%
Student-teacher ratio in core subjects	21.6 to 1
Percent of parents attending conferences	98.5%
Days of professional development devoted exclusively to knowledge and skills in working with children less than eight years old.	2.4

Type of accreditation: *(More than one may apply)*

- ☐ Not pursuing accreditation
☒ Conducting a self-study
☒ State Department of Education
☒ Southern Association of Colleges and Schools
☐ American Montessori Society
☐ National Association for the Education of Young Children

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

SCHOOL PROFILE

	Our School	Change from Last Year	Primary Schools with Students Like Ours	Median Primary School
Students (n= 326)				
First graders who attended full-day kindergarten	100.0%	Up from 91.3%	99.6%	99.6%
Retention rate	16.7%	Up from 4.8%	4.5%	4.7%
Attendance rate	95.7%	Up from 95.1%	95.9%	95.8%
With disabilities other than speech	0.9%	Up from 0.3%	3.8%	3.8%
Older than usual for grade	0.0%	No change	0.3%	0.2%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	No change	0.0%	0.0%

Teachers (n= 17)

Teachers with advanced degrees	52.9%	No change	52.5%	53.2%
Continuing contract teachers	N/AV		N/AV	N/AV
Classes not taught by highly qualified teachers	0.0%	N/A	0.0%	0.0%
Teachers with emergency or provisional certificates	0.0%	No change	0.0%	0.0%
Teachers returning from previous year	N/A	N/A	87.4%	90.6%
Teacher attendance rate	95.7%	Up from 95.4%	95.1%	94.6%
Average teacher salary	\$38,271	Up 2.9%	\$43,298	\$43,053
Prof. development days/teacher	13.2 days	Up from 6.4 days	17.4 days	17.2 days

School

Principal's years at school	2.0	Up from 1.0	2.0	2.0
Student-teacher ratio in core subjects	21.6 to 1	Up from 19.7 to 1	19.4 to 1	19.3 to 1
Prime instructional time	90.4%	Up from 90.1%	89.7%	89.2%
Dollars spent per pupil*	\$3,496	N/A	\$6,176	\$6,176
Percent of expenditures for teacher salaries*	82.4%	N/A	66.4%	63.2%
Percent of expenditures for instruction*	83.4%		71.0%	67.9%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	98.5%	Down from 99.0%	99.0%	99.0%
SACS accreditation	Yes	No change	Yes	Yes
Character development	Good	No change	Good	Excellent

* Prior year audited financial data are reported.

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	N/A	6.2%
Classes in high poverty schools not taught by highly qualified teachers	N/A	10.2%
	State Objective	Met State Objective
Classes not taught by highly qualified teachers in this school	0.0%	Yes
Student attendance rate in this school	94.0%*	Yes

* or greater than last year

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

Serving students from Child Development through First Grade, Latta Early Childhood Center strives to provide a nurturing learning environment. Instructional improvements continued in 2005-2006 with emphasis on a high quality early childhood setting, early literacy, and intervention. Creating an additional Child Development classroom allowed us to serve 83 four-year-old students in all-day programming. Research has shown that early readiness intervention gives the highest return in student achievement.

Kindergarten and First Grade classes were scheduled for 2 hours and 20 minutes per day of small group time to provide for individualized instruction. Teachers plan collaboratively to create an equitable program across the grade levels. Intervention provided children with on-level instruction through Reading Mastery Plus, resulting in gains of 1-3 years for each child. Staff development on early childhood specific strategies has given teachers the variety of instructional approaches needed to accommodate different learning needs. Teachers used standards checklists along with Dynamic Indicators of Early Literacy Skills to allow them to individually assess each student's progress and plan instruction. Appropriate early childhood strategies through ECERS implementation along with focus on the individual child has helped create an environment of success. Discipline referrals are low, and discipline strategies are most often counseling and problem solving. Teachers in Child Development and 5K have worked to create a high quality program meeting ECERS standards. An evaluation visit in April 2005 resulted in an excellent score of 5.95 on a scale of 1-7. Family literacy was served through a Home Visitor Program and access to GED services for parents.

Joy Cutler, Principal
Suzie Goodwin, SIC Chairperson

EVALUATIONS BY TEACHERS

	Teachers
Number of surveys returned	17
Percent satisfied with learning environment	100.0%
Percent satisfied with social and physical environment	94.1%
Percent satisfied with school-home relations	87.5%